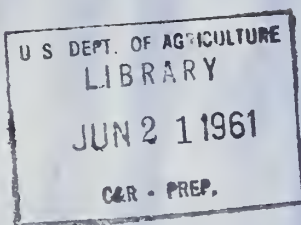


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**TRAINING IN  
ADMINISTRATIVE MANAGEMENT  
Workshop for Upstate New York**



36  
**April 4-8, 1960, Niagara Falls, New York //**  
**United States Department of Agriculture**

UNITED STATES  
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### FOREWORD

This upstate New York TAM Workshop is an outgrowth of a TAM Institute held at the University of Massachusetts at Amherst. TAM means Training in Administrative Management. Institutes and Workshops are methods used by the United States Department of Agriculture to help its personnel improve. The objective of this TAM Workshop is to give selected USDA employees a higher degree of management skills and a broader understanding of all USDA functions.

The 24 participants represented the seven USDA agencies with field offices in upstate New York. The program was arranged by a steering committee. My sincere thanks to all those who had a part in contributing to the success of this workshop.

Harold O. Nichols  
*Coordinator*

### ACKNOWLEDGEMENTS

We, the participants at the Niagara Falls TAM Workshop, are grateful to the following persons for their help and cooperation in making this endeavor a success:

*Clifford R. Harrington—Chairman of the editorial committee*

*Raymond Wedlake—Assistant director—New York State School of Industrial and Labor Relations at Cornell University.*

*Albert T. Groatorex—Executive secretary—TAM Group, Washington, D.C.*

*Byram Leonard—State administrative officer—ASC, Syracuse, New York*

*Elmer Kaegebein—Office manager, Niagara County ACS Office*

*Mrs. Carol Bowers—Stenographer*

*William Ratzel—Sales manager, Hotel Niagara*

*Power Authority of the State of New York, Niagara Falls, New York*

A G E N D A

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TRAINING ADMINISTRATIVE MANAGEMENT WORKSHOP,  
Niagara Falls, New York, 1960 //

April 3 - 8, 1960

REGISTRATION - Sunday, April 3, 1960

- 7:00 - 9:00 P. M.

MONDAY, April 4

8:30 A. M. WELCOME AND PURPOSE OF MEETING - Harold O. Nichols, Coordinator

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9:30 A. M. INTRODUCTIONS PARTICIPANTS - Harold O. Nichols

---

10:15 A. M. BROADER UNDERSTANDING OF USDA

Chairman: C. R. Harrington

Recorders: John A. Griffiths  
S. M. Dragotta

SPEAKER - JOSEPH P. LOFTUS, Director, Office of Administrative  
Management, USDA

DISCUSSION PERIOD

---

1:00 P. M. AGENCY PRESENTATION - TO A BROADER UNDERSTANDING OF USDA

Chairman: William I. Bair

Recorders: Charles Costello  
Harold Carley

SPEAKERS - AGENCY REPRESENTATIVES

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3:15 P. M. COMMITTEE ASSIGNMENTS AND ORGANIZATION - Harold O. Nichols

---

TUESDAY, April 5

8:30 A. M. FUNDAMENTALS OF GOOD MANAGEMENT

Chairman: S. M. Dragotta

Recorders: H. L. Howell  
F. U. Sievers

SPEAKER - DR. VINCENT P. HOCKEBORN, Industrial Consultant

DISCUSSION PERIOD

---

1:00 P. M. MANAGEMENT CONTROLS

Chairman: J. K. Ervin

Recorders: J. W. Bean  
D. H. Foster

SPEAKER - DONALD W. RADEL, Remington Rand Corporation

DISCUSSION PERIOD

---

3:15 P. M. SELECTED FILM

Chairman: H. Carley

Recorders: T. J. Matthews  
A. S. Loucks

DISCUSSION PERIOD

---

WEDNESDAY, April 6

8:30 A. M. COMMUNICATIONS

Chairman: H. L. Howell

Recorders: M. E. Hislop  
J. K. Ervin

**LEADERS** - Team from the Extension Teaching and Information Staff  
at Cornell University, Ithaca, New York

1:00 P. M. COMMUNICATIONS (Cont'd.)

Chairman: F. U. Sievers

Recorders: D. A. Ward  
W. F. Croney

THURSDAY, April 7

8:30 A. M. HUMAN RELATIONS IN MANAGEMENT

Chairman: W. F. Croney

Recorders: C. Woods  
F. S. Raym

SPEAKER - FRED BRAGAN, Manager Personnel Development, Heavy  
Electronics Department - General Electric,  
Syracuse, New York

## DISCUSSION PERIOD

10:15 A. M. CREATIVITY

Chairman: C. R. Icenogle

Recorders: J. W. Bean  
I. G. Smith

SPEAKER - SIDNEY J. PARNES, Director of Creative Education,  
Millard Fillmore College, University of Buffalo

## DISCUSSION PERIOD



THURSDAY, April 7

1:00 P. M.      DECISION MAKING

Chairman:    L. L. Watson

Recorders:   J. W. Snyder  
              B. Hopkins

SPEAKER - EDWARD H. STEINBERG, Assistant to the Assistant Administrator, Farmers Home Administration, Washington, D. C.

DISCUSSION PERIOD

---

FRIDAY, April 8

8:30 A. M.      YOU AND USDA

Chairman:    M. E. Hislop

Recorders:   C. R. Icenogle  
              C. E. Stiefel

SPEAKER - MAX P. REID, Assistant Director of Personnel, USDA

DISCUSSION PERIOD

---

1:00 P. M.      EVALUATION OF WORKSHOP

Chairman:    B. Hopkins

Recorders:   L. L. Watson  
              John A. Griffiths

EVALUATORS - EVALUATION COMMITTEE

---

1:45 P. M.      PRESENTATION OF CERTIFICATES - Harold O. Nichols



## SUMMARY OF PROGRAM

Monday Morning - April 4, 1960

### BROADER UNDERSTANDING OF USDA

by Joseph P. Loftus

In 1862, an act of Congress established the Department of Agriculture. Since that date, USDA has become increasingly complex, as the result of the broadening of its activities and programs, which in turn involved changes in organization structure and procedures.

Agriculture is the largest industry in the United States, employing the most people, and having the largest single capital investment. The Department of Agriculture has a management problem in meeting the continuing challenge of how best to administer the various programs in the national interest.

A growth chart revealed the contrast between the organization in 1925 and 1960. This growth has resulted in better co-ordination, new methods, and constant changes for improvement as well as utilization of all new concepts.

The ultimate goal of the thirteen operating agencies and four staff offices is the improvement of agriculture through research, education, and action programs. An organizational chart in conjunction with slides illustrated the functions of these agencies operating within the structure of the USDA. The re-organizational plan of 1953 gave greater power and authority to the Secretary of Agriculture in the administration of Department affairs. (The delegation of this authority is illustrated by the following chart.) A review made it apparent that organization must be designed to do more than merely supervise employees and delegate authority, for it is through organization that the goal of the USDA is accomplished.

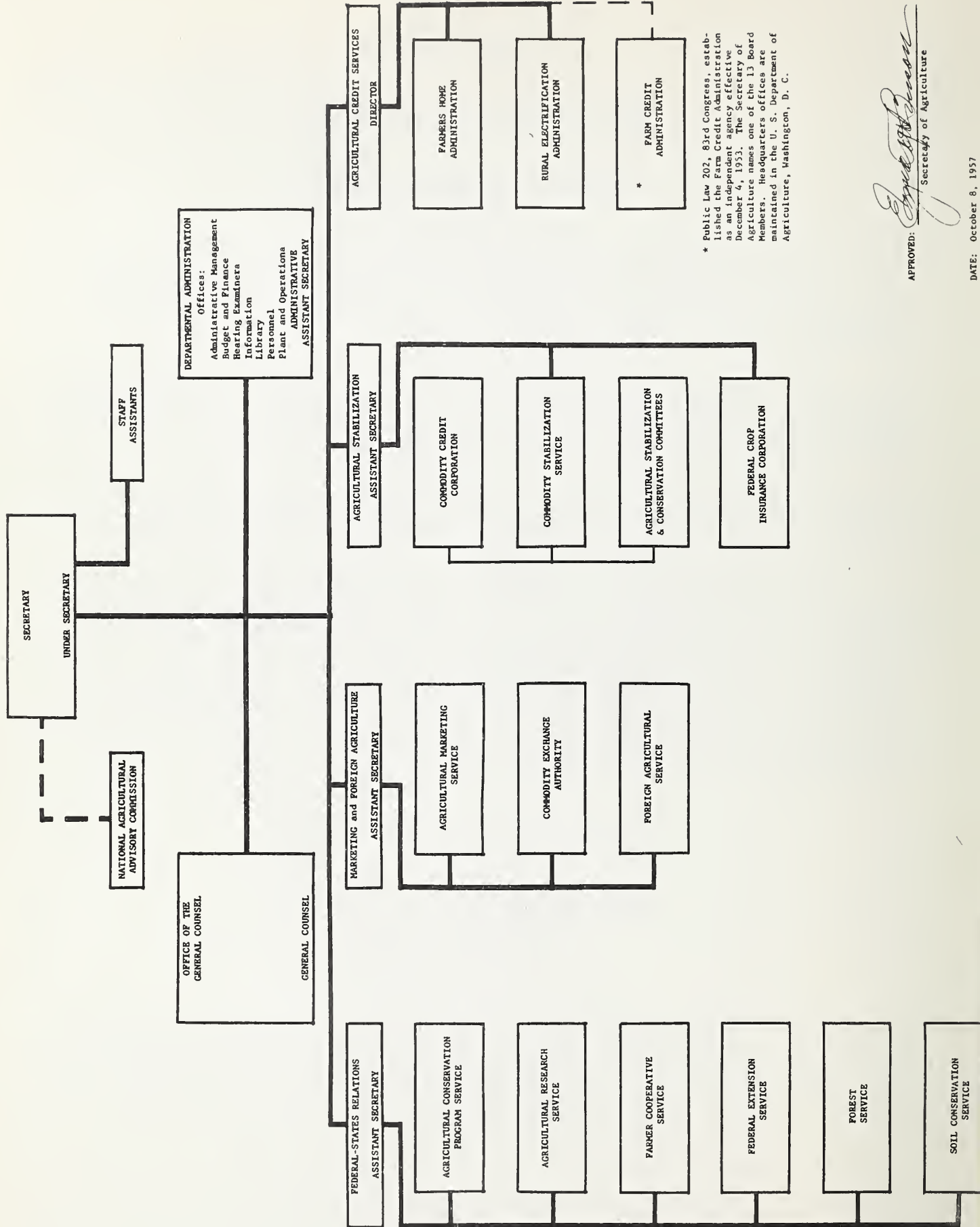
Monday Afternoon - April 4, 1960

### AGENCY PRESENTATION - TO A BROADER UNDERSTANDING OF USDA

By Agency Representatives

The following paragraphs are brief summaries given by individual participants of the reports of the functions of each agency. Further information may be obtained from each agency or from the Office of Administrative Management, USDA, Washington, D.C. A leaflet prepared by the Office of Administrative Management is entitled The U.S. Department of Agriculture, How It Serves You.

# UNITED STATES DEPARTMENT OF AGRICULTURE



\* Public Law 202, 83rd Congress, established the Farm Credit Administration as an independent agency effective December 4, 1953. The Secretary of Agriculture names one of the 13 Board Members. Headquarters offices are maintained in the U. S. Department of Agriculture, Washington, D. C.

APPROVED:

Secretary of Agriculture

DATE: October 8, 1957

## AGRICULTURAL RESEARCH SERVICE

By T. J. Matthews

The Agricultural Research Service coordinates all research activity within the Department. Its many functions include research investigation, inspections, experimentation, development, service and regulatory work, as well as administration of the Federal Insecticide, Fungicide, and Rodenticide Act and the Hog Cholera and Virus Marketing Agreement Act. It also makes payments to states, territories, and Puerto Rico under the Hatch Act. Research toward the eradication of contagious diseases of animals and poultry, together with the inspection of meat and meat products show the diversity of its activities.

## FOREST SERVICE

By F. U. Sievers

The work of the Forest Service has progressed during the past fifty years in three fields, namely: administration of national forests, research, and state and private forest programs. The national forests are administered under a "multiple use" policy whereby they provide timber, wildlife, and recreational facilities on a continuing basis. Nine experiment stations conduct research to provide solutions to forestry problems. State and private forestry cooperate with state forestry agencies in programs designed to protect the forests against damage from fire, insects, and disease and to stimulate good management practices.

## SOIL CONSERVATION SERVICE

By B. Hopkins & W. F. Croney

The purpose of the Soil Conservation Service is to carry out a national soil and water conservation program. It has federal responsibility for the national cooperative soil survey and does much of the field mapping of soils. The SCS provides leadership in watershed protection and flood prevention work. The service also provides land owners and operators with individual soil survey and land capability information, conservation planning assistance for the farm units, and technical help in installing conservation practices on the land.

## AGRICULTURAL STABILIZATION AND CONSERVATION

By Lynn Watson

The ASC is a federal agency responsible to the Commodity Stabilization Service for the administration and control of the Acreage Allotment, Marketing Quota, and Price Support Programs, Commodity Loans and Purchase Agreements, loans for farm storage and drying facilities, the Soil Bank, wool and direct purchase programs. In addition to these, the ASC committees administer the Agricultural Conservation Program. State committees, appointed by the Secretary of Agriculture, and county and community committees, elected by farmers, are responsible for the development, administration, and operation of the programs that deal directly with farmers.



## FARMERS HOME ADMINISTRATION

By Darwin A. Ward

Through supervised loans, the Farmers Home Administration helps to establish in agriculture those farm families who cannot secure adequate credit from other sources. It helps farmers to purchase, enlarge, develop, or refinance farms. Assistance is also given in obtaining stock and equipment, in paying operation expenses, as well as in refinancing personal property debts.

## AGRICULTURAL MARKETING SERVICE

By Charles K. Woods

This service engages in work that includes all phases of the marketing of farm products, from the producer to the consumer. It also cooperates with almost all agricultural research or service institutions and aids in the orderly and efficient marketing and distribution of farm products. It provides marketing service, research, economics and statistical data, inspections under regulatory acts, and commodity inspection.

## EXTENSION SERVICE

By C. R. Harrington

The Extension Service is an educational agency. Its job is to interpret research and other specialized information about agriculture, home economics, and related subjects; to present the material to the people and encourage their use of it.

A memorandum of agreement between the land grant colleges or university in each state and the USDA provides the basis for the state--federal cooperative program. Each state has relative freedom in organizing for its own extension work.

In New York State, considerable responsibility for administering extension programs is left to local people organized into County Extension Service Associations. County agricultural agents, home demonstration agents and 4-H club agents develop educational programs with the assistance of extension subject-matter specialists and local people.

Tuesday Morning - April 5, 1960

## FUNDAMENTALS OF GOOD MANAGEMENT

By Dr. Vincent P. Hockeborn

Management can be defined as "getting things done through the efforts of many people."

## Qualities of a good manager:

He must be friendly  
He must be fair  
He must be firm  
He must be felicitous

## Levels of Management

Management functions at many levels, but there are at least three that deserve particular attention, as shown below:

### 1. Policy Management

At the top of the management process is policy management, which sets objectives. It is responsible for the over-all management of the property or activity.

### 2. Executive Management

The intermediate level -- usually the first line of administration. It provides direction.

### 3. Supervisory Management

This level translates the goals and directions into action programs designed to accomplish the objectives. The function of these programs is to meet and effectively resolve the many problems that confront the working personnel in any dynamic organization.

The supervisor plays a vital role in this management performance. It is his job to get things done harmoniously. The function of supervision is to close the gap between desired performance and actual performance -- "taking a man from where he is to where we want him to be."

The good manager must always bear in mind that people are different, sometimes difficult, also. It is his task to take the varying degrees of personality and blend or mold them into a management team that can accomplish the objectives. It is more than a task -- it is a challenge.

Tuesday Afternoon - April 5, 1960

## MANAGEMENT CONTROLS

By Donald W. Radel

Mr. Radel opened his presentation by asking the participants to volunteer their understanding of the meaning of the term "controls." The following ideas were brought out: the use of methods, staying on top of the job, supervision, limitations, follow-up, knowing what's going on, guidance, and command of the situation.

## I. Definition:

For various definitions of control, the speaker referred to Funk & Wagnalls, George R. Terry, Koontz and O'Donnell, and Henri Fayol.

## II. Demonstrations: The importance of methods

The group was divided into 6 sections, which were then instructed to hold meetings. After a brief period, a spokesman for each group reported what was done. The following things were learned:

- Must have objectives
- Must have a leader
- Rules required
- Record required
- Evaluation or appraisal needed
- Motivation necessary

Summary: People must have a control system, process, or method.

The group was presented a puzzle, the solution of which demonstrated the need for a deliberate method of approach.

## III. Objectives and Purpose

Management controls are intended to achieve deliberate cooperation in solving problems. Controlling is a responsibility of all managers, relative to the positions they hold. It helps to assure that the goals of the planning and organizing efforts are and will be achieved at the level of performance required. Problems are created by a change.

The objective governs the method to be applied.

## IV. Basic Elements of Controls

Objectives -- what is desired  
Procedure

- Plan - how and when it is to be done?
- Organization - who is responsible?
- Standards - level of performance required?

Appraisal -- was the objective reached and how well in terms of the standard?

Intangibles are hard to measure

## V. Forms of Controls

(Budgets, ethics, policies, supervision, charting, rules, orders, etc.)

A discussion and question-and-answer period followed Mr. Radel's presentation. One of the difficult points discussed was the measurement of performance for positions where duties are, and must be, expressed in terms of intangibles.

### SELECTED MOVIES SHOWN

1. The Story of Creativity - produced by the Office of Information, USDA. This film was an attempt to demonstrate the power and importance of creative thinking.
2. Public Relations - The March of Time - produced by the editing departments of Time, Life, and Fortune magazines. This film showed activities of a typical public relations firm, with examples of effective public relations programs in action.
3. Conducting a Meeting - produced by Youth Film Council. This film illustrated the simple parliamentary rules to follow in conducting a meeting by showing the wrong and then the correct way.
4. Niagara Power Project - produced by New York State Power Authority. This film was an explanation of the new Niagara Power Project, how it will work, and construction work completed to date.

Wednesday - April 6, 1960

### COMMUNICATIONS -- WHAT IT IS AND HOW IT WORKS

By W. B. Ward, R. D. Martin, & C. C. Russell

What are our purposes in communicating with others?

To report  
To interpret  
To persuade

### The Communication Process

<u>S</u>	<u>M</u>	<u>C</u>	<u>R</u>
Source	Message	Channel	Receiver

- A. All communications must come from some SOURCE. This may be one person or a group of persons who start things going.
- B. The MESSAGE is what the SOURCE is trying to get across to the RECEIVER.



- C. The CHANNEL is the particular medium (or media) by which the MESSAGE is sent to the RECEIVER. (Public speaking, radio, television, newspaper, etc.) At least one of the senses of: seeing, hearing, feeling, smelling, or tasting is always involved.
- D. The RECEIVER is the person or persons at the opposite end from the SOURCE.

### Senses

The five senses and their value in our learning are as follows: sight - 85%; hearing - 10%; smelling, tasting and feeling only 5% combined. Individuals vary in their ability to receive stimuli through their senses, but all of us can develop our senses through training.

### Sensations + Meaning = Perceptions

All people do not attach the same meaning to a sensation. The factors affecting the meaning, and therefore perception, are:

experience	attention
attitude	stimulation
interest	interpretation

### Association

We each learn through the association of new percepts with our own experiences. The result is called a concept. When we have achieved a new concept, we have learned something. We associate certain experiences, and remember them, while we have other experiences which we cannot recall after a passage of time.

Associations are made because of certain factors:

recency	frequency
vividness	similarity
contrast	frame of mind

### The Nature of Meaning

In communicating with others, we have needs, intentions, and objectives -- things we want our audience to know, believe, or do. Our purpose is to make our meanings clear so that others will react favorably. Meaning, then, is our chief concern.

What are meanings? What do words really mean? Or, do words really mean at all? When we find someone who places the same meaning on a word as we do, we can communicate. Otherwise, we cannot.

MEANINGS ARE FOUND IN PEOPLE -- NOT IN WORDS

## The Listening Process

A survey, conducted over a period of two months and including sixty-eight persons in different occupations, revealed that their communicating time was spent as follows:

Writing - 9%	Talking - 30%
Reading - 16%	Listening - 45%

Immediately after the average person has listened to someone talk, he remembers only about half of what he had heard. Two months later he will remember only about a quarter of what was said. The reason is that we all have some bad listening habits. Here they are:

- Hop-skip-and-jump listening
- Get-the-facts listening
- Emotional deaf spots
- Premature dismissal of the subject as uninteresting
- Pretending attention
- Yielding to distractions
- Pencil-and-paper listening

### How To Practice Good Listening

Begin a program of regular practice to develop the ability to concentrate, the most important aid to good listening. For one minute of every hour, try to give fullest listening attention to a person talking, even if it's a four-year-old child. If there is no voice to hear, select a sound -- an airplane overhead, a bird's song, a church bell, the hum of a machine. Whatever the choice, one should put everything else out of one's mind. Such concentration will be harder than it may seem, but it will greatly improve listening proficiency.

Then have members of one's family take turns reading from a magazine, a book, or a newspaper and listen carefully. To test how well one listened, discuss with others what was heard and remembered. A similar test can be made after listening to a radio commentary or a television panel program.

Practice may not make a perfect listener, but it can make a good listener. It will pay off in better understanding, closer friendships, increased efficiency, perhaps even a salary increase.

Movies shown: Production 5118  
Eye of the Beholder  
Fidelity of Vision

Total group participation in "Kinds of Meaning", "Observation and Judgment", "The Listening Process."

### Two skits:

Slide of street corner shown to all but three participants. One of the viewing members, from memory, related the scene to one of the absent participants who in turn relayed the information to the next and so on, demonstrating the information list in relaying what we hear.

A short skit between a participant and Charles Russell showing an interview with a newspaper reporter, demonstrating that we don't always say what we think we say in conveying information.

Thursday Morning - April 7, 1960

HUMAN RELATIONS IN MANAGEMENT

by Fred J. Bragan

Management must analyze and understand human relations to obtain the best results.

Employees are exposed to constant pressures from outside sources such as:

- Unions
- Family
- Inflation
- World unrest
- Ideals foreign to the American system

These pressures tend to divert the employees' loyalty from the firm for which they work. Managers and supervisors should do what they can to combat these pressures.

Employees' basic needs may be classified as physical, spiritual, and intellectual.

A fairly good job is being done by providing physical satisfaction. Not enough is done in regard to egotistical satisfaction, such as giving employees a feeling of importance. Less is being done to provide social satisfaction; the employee may not get the feeling of belonging (group acceptance) with the company. Practically nothing has been done by management to provide spiritual satisfaction. Courses in management ethics taught by the clergy are being considered.

Foundations for good relations can be obtained by letting people know in advance about changes and the reasons that may effect them; telling people how they are doing; giving credit where it is due, and making the best use of each person's ability.

Supervisors work through people:

There is a line of relationship from the supervisor to each person he supervises.

This relationship is continually changing because of family emergencies or other events that may occur either on or off the job.

Abnormal behavior in a normal person should be taken as a "storm warning" signal.

Management has an obligation to combat any force that tends to destroy the free enterprise system or the "American way of life".



## CREATIVITY

By Dr. Sidney J. Parnes

Creativity is the development of new ideas and the solution of problems either through conventional or imaginative thinking. It may be accomplished by one individual or a group. Group exercises were given to demonstrate the advantages of group thinking over individual thinking.

Another advantage is gained when the critical judgment of other group members is temporarily suspended and fear of criticism is thus removed. Under these conditions the production of original ideas is nearly doubled.

A method called "group brainstorming", in which special instructions are given to the group, is effective in removing the fear and judgment factors while ideas are being listed. These rules are: adverse criticism is taboo; free-wheeling is welcomed; quantity is wanted; and hitch-hiking (combining and improving) is sought.

Under these instructions, a great number of ideas can be contributed and recorded for later evaluation. Research has found that the ideas that evolve at the end of a session tend to be the best, and that a group can be trained to improve with the use of "group brainstorming".

After "brainstorming", it is imperative that the ideas be carefully evaluated. Even the wildest idea may be found to have practical application, and the list is further narrowed through critical examination and decision.

The following prayer is suggestive of the philosophy of creative thinking:

Give me the courage to change those things that can and should be changed, the strength to accept those things that cannot be changed, and the wisdom to distinguish between the two.

Thursday Afternoon - April 7, 1960

## DECISION MAKING

By Edward H. Steinberg

A manager must make accurate decisions to accomplish his objective. These can be broken down into 5 phases, namely:

- Defining the problem
- Analyzing the problem
- Determining alternate solutions
- Selecting best solutions
- Organizing action to be taken

In defining the problem, consideration must be given to the critical factors and conditions for the solution. In analyzing the problem, complete information must be obtained, classified, and made available to the person who makes the decision. Alternate solutions have to be formed to minimize the risk of wrong decisions.

In arriving at the best solution, risk, economy of effort, timing, limitation of resources, and assuring that the decisions be effective are prime considerations. Immediate action should be taken to make the best solution operative. A manager should act with responsibility, since the solution of the problem is dependent upon the performance of others.

Pigor's incident case study, called "Show Down", was a group participation exercise that involved the making of a pertinent decision. The case was introduced and a question period followed to bring out additional facts to guide the decision. Each participant then made his own decision relative to the course of action to be taken. These decisions were summarized and evaluated.

The group was divided approximately 3 to 1 on the decision.

Friday Morning - April 8, 1960

### YOU AND USDA

By Max P. Reid

First perhaps we should restate the general purposes of TAM.

After our workshop is concluded today we hope to send everyone home with a sense of high purpose in a career in USDA and a feeling of the responsibility that each of us working for the Department should have to himself, his fellow workers, and the public.

We will approach it from the following viewpoints:

What does the USDA mean to you and me and to the public generally?

What is our relationship to the Department as our employer, and how does it provide us with an opportunity to be of service?

Let us review the historic development of the Department and its role as a partner with the states, land grant colleges, experiment stations, and various other cooperative programs.

This system has contributed materially to American agriculture and has helped to make our present abundance possible.

We would do well to compare our own agricultural efficiency with that of other societies and consider how it has resulted in making manpower available for other productive uses. We might also consider certain trends in our agriculture and in our society generally -- for example, our rapidly expanding population. The future challenge will be to supply food and fibre for our increased population without increasing acreage in production.

A 15-minute movie, Agriculture Story, was shown.

The meeting then broke up into buzz sessions to raise questions on

What does USDA mean to you?  
What do we expect of the Department?  
What does the Department expect of you?

We are obliged to maintain an efficient administration of our various programs. As supervisors we are responsible for achieving the purposes and objectives of our programs through people. We are responsible for aiding in the development and growth of our employees. We should also recognize our responsibility for the maintenance of public confidence through high individual personal conduct and integrity. If we do this we will have a service of which both we and the public will be proud.

Friday Afternoon - April 8, 1960

#### EVALUATION OF THE UPSTATE NEW YORK TAM WORKSHOP

By The Evaluation Committee

In terms of its aims and objectives, the TAM Workshop was a success. In the opinion of the Evaluation Committee the agenda was well balanced in material and subject matter. The participants maintained a high level of interest and morale throughout. They had ample opportunity for fellowship with one another and with the speakers.

It is felt that all participants acquired a broader understanding of management skills and techniques. This was one of the main objectives of the workshop.

A broader understanding of the whole department in regard to organization and function has been enhanced by the workshop. This was also one of the objectives and has been attained in large measure.

Perhaps more activity from all participants would have added to the overall value of some sessions.

Another value of the workshop was the participants' experience in writing, speaking, and listening.

Participants, through the use of a questionnaire, assisted in the evaluation of the workshop by providing the following specified information:

"Which sessions were of most value to you?"

Communications  
Creativity  
Decision making  
Fundamentals of good management

"Which sessions were the least valuable?"

Selected films  
USDA agency presentation



Broader understanding of USDA  
Management controls

"The group reported a preference for greater audience participation and buzz groups."

"The participants indicated a preference for the American plan of housing."

Recommendations For Future Workshops

1. An organized activity at the conclusion of the first day's session would be advantageous to help the participants become acquainted with one another.
2. The American Plan is recommended for subsequent workshops.
3. Buzz groups should be used more, to develop leading questions when there is limited audience participation.
4. It was felt that the editorial committee had a much more time-consuming task to perform than the other committees and that perhaps more participants should be assigned to it, or other appropriate measures taken.
5. Ventilation and lighting are essential in an adequate meeting room, and these could be improved.
6. Printing should be larger on the lapel identifications.
7. The Planning Committee - Harold Nichols, Donald McArthur, Robert VanOrder, Clarence Finch, and James Hanson, who had previously participated in TAM sessions, are to be commended for the program organization and in particular for planning all arrangements to achieve fellowship, understanding, and group unity.

Friday Afternoon - April 3, 1960

SUMMARY

By Harold O. Nichols

In view of the evaluation report and the statements of the participants, at this point the workshop may be considered a success.

The real success or failure, however, cannot be measured until the principles presented here have been put into practice.

If the enthusiasm displayed during this week is converted into action in the weeks, months, and years to come, the USDA and all participants will have greatly benefited through this TAM Workshop.

So that the agencies may evaluate the effectiveness of the TAM program, each participant has been asked to tell his agency head in writing what he derived from the workshop.



Sometime within the next six months, the Planning Committee will be contacting participants to ask them how they have used the ideas obtained here.

Congratulations to each participant for his part in making this workshop a success.

On behalf of the United States Department of Agriculture, a "Certificate of Training", duly signed by Ernest C. Betts, Jr., Director of Personnel, was presented to each participant. A form AD-295 "Record of Formalized Training" showing satisfactory completion of this workshop will become a part of each personnel folder.

### SOCIAL AND RECREATION COMMITTEE REPORT

The Recreation and Social Committee was organized the first day of the workshop. Arrangements were made for the use of a hotel parlor for social activities. Refreshments were provided for the morning and afternoon breaks of the session. On Wednesday evening, a bus tour of the Niagara Power Project, with dinner at the Sheraton-Brock Hotel in Niagara Falls, Canada, was the highlight of the social activities.

### REACTION OF A PARTICIPANT

One part of this workshop has been a wonderful demonstration of the fact that the work of this world is done through people. My sincere thanks go to the members of the Editorial Committee, to the chairmen, recorders, and to all of you for the hard work and cooperation that make the preparation of this report possible. It will only supplement your own notes and, of course, your understanding.

I have been asked to react to the TAM Workshop at this point on Friday afternoon. As we leave for home, what will you and I be thinking? I expect among other things, I will be thinking about the following:

The other fellow from another agency is not a bad guy; he too has problems but he also has loyalty, ethics, and competency.

This workshop has proved to be a further opportunity to clarify my role as a public servant of agriculture.

This was still another opportunity for my own professional growth.

What stimulates you or me to be an effective public employee? Among other things two areas are stimulating to me.

People -- as public servants we have a high social interest and a desire to help people meet their problems and to adjust to change.

Science of agriculture -- we are faced with a great challenge in applying research findings to achieve perfection in agricultural practice for the benefit of the individual, his family, and society.

Certain facts add to this stimulation to be a competent professional worker in agriculture.

Many farm families still lack sufficient income to have a desirable standard of living.

Our population explosion may put pressure on our food producing ability.

An efficient agriculture operates in the public interest. We have an interest in an adequate supply of high quality food at prices we can afford.

We are dependent upon a smaller and smaller portion of our total population for the basic sustenance.

Since we expect so much competency from the people employed in agriculture, the burden is upon us to be equally competent and able to change.

You and I are part of the greatest revolution this world has ever seen. You have perhaps heard the story that if a farmer who lived in the time of Jesus had come back to earth any time up to 30 years ago, he could have started farming anywhere in the world without learning much new agricultural technology. We have seen greater changes in agriculture in this country within the last 30 years than had occurred in more than 2,000 years of agricultural history, and perhaps even greater change than had taken place through the entire 6,000 to 7,000 years of the history of agriculture.

This revolution is the greatest of challenges to the person who considers himself a professional leader. I do not know how you define a professional leader, but I am sure that you do not want to be in the position of the man living during the French Revolution who said: "The people are marching and I do not know where, but I must hurry and get ahead of them because I am their leader.

Today's society and today's agriculture require the highest type of professional leaders: those who know how to get work of this world done through people.

C. R. Harrington

# The Faculty



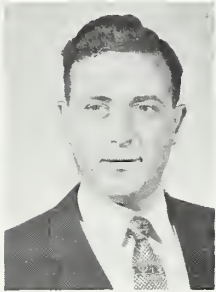
*Left, Joseph P. Loftus*

*Right, Charles Russell*



*Left, Vincent Hockeborn*

*Right, Fred J. Bragan*



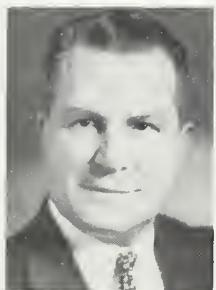
*Left, Donald W. Radel*

*Right, Sidney Parnes*



*Left, William B. Ward*

*Right, Edward H. Steinberg*



*Left, Russell Martin*

*Right, Max P. Reid*



## BIOGRAPHICAL SKETCHES OF "THE FACULTY"

Joseph P. Loftus, Director, Office of Administrative Management.  
U.S. Department of Agriculture, Washington, D.C.

Mr. Loftus graduated from St. Marys College, Kansas in 1925 and entered the Federal service in 1936. Since that time he has been employed by the General Accounting Office, the Social Security Board, and the Office of Budget and Finance in the Department of Agriculture. Mr. Loftus received a Superior Service Award from the Department in 1956. He has served as the Director of the Office of Administrative Management since 1958.

Vincent P. Hockeborn, Industrial and Educational Consultant, Hamburg,  
New York

Dr. Hockeborn holds degrees from Canisius College, Rutgers University, and the University of Buffalo. He has had extensive experience in the field of industry and education. He is presently an industrial consultant to many industries in Western and Central New York. He has been associated with the faculty of Canisius College, University of Buffalo, Rutgers University, and the School of Industrial and Labor Relations at Cornell University.

Donald W. Radel, Management Development Representative, Williamsville,  
New York

Mr. Radel graduated from the University of Buffalo with an A.B. degree in industrial psychology. He worked with Douglas Aircraft and Bell Aircraft in the personnel and management field. He is presently employed by the Remington Rand Division of Sperry Rand Corporation.

William B. Ward, Cornell University, Ithaca, New York

Professor Ward received degrees from Utah State Agricultural College and the University of Wisconsin. He has served as chief of the information section of the Agricultural Marketing Administration of the Food Distribution Administration of the United States Department of Agriculture. Professor Ward is now head of the Department of Extension Teaching and Information for the Colleges of Agriculture and Home Economics at Cornell University.

Russell D. Martin, Cornell University, Ithaca, New York

Professor Martin is a native of New York and received degrees from Cornell University. He has taught vocational agriculture and served G.L.F. in marketing work. He is now an associate professor in the Department of Extension Teaching and Information at Cornell.

Charles C. Russell, Cornell University, Ithaca, New York

Professor Russell holds degrees from the University of Texas and has studied at the University of Missouri. He has done public relations and journalism work at Arkansas Polytechnic College and the University of Arkansas. He has also worked in the public relations bureau of the Portland Cement Association. Russell is now an associate professor in the Department of Extension Teaching and Information, College of Agriculture, Cornell University.

Fred J. Bragan, General Electric Company, Syracuse, New York

Mr. Bragan has been associated with the General Electric Company in a wide variety of supervisory capacities, ranging from foreman of second shift cleaners to manager of education. He is listed on the speakers bureau for the Syracuse United Fund and the American Management Association. Mr. Bragan is now manager of personnel development, Heavy Electronics Department, General Electric, Syracuse, New York.

Sidney J. Parnes, Director of Creative Education, University of Buffalo, Buffalo, New York

Dr. Parnes holds degrees from the University of Pittsburg. He has worked on management development programs for Kaufman Department Stores, Pittsburgh and the University of Pittsburgh. Dr. Parnes now teaches and conducts programs in creative problem solving at Millard Fillmore College, University of Buffalo, and in Niagara Frontier industries.

Edward H. Steinberg, Farmers Home Administration, Washington, D.C.

Mr. Steinberg has a degree from the University of Maryland. He has been employed in private industry in an administrative capacity. At present, Mr. Steinberg is assistant to the assistant administrator, Farmers Home Administration, Washington D.C.

Max P. Reid, Assistant Director of Personnel, USDA, Washington, D.C.

Mr. Reid holds a degree from the Utah State Agricultural College and did graduate work at American Graduate School, Washington, D.C. He has worked with the Bureau of Agricultural Economics and the Office of Personnel, USDA. Mr. Reid has served as chief of the Division of Employment and is now an assistant director of personnel for personnel management, USDA, Washington, D.C.



# Committees and Participants



PLANNING COMMITTEE  
Finch—Nichols—McArthur—Van Order



PARTICIPANTS IN T.A.M. WORKSHOP  
(Left to right) Seated: Ervin—Carley—Matthews—Loucks—Watson—Hislop—Griffiths—Dragotta—Bair—Smith—(Left to right) Standing: Stiefel—Crony—Costello—Harrington—Hopkins—Icenogle—Sievers—Raym—Woods—Snyder—Bean—Foster—Ward—Howell



STEERING COMMITTEE  
Harrington—Hanson—Nichols, *Coordinator*—Van Order—Bair—Finch—McArthur (not present when picture was taken)



RECREATION AND SOCIAL COMMITTEE  
Watson, *Chairman*—Nichols, *Advisor*



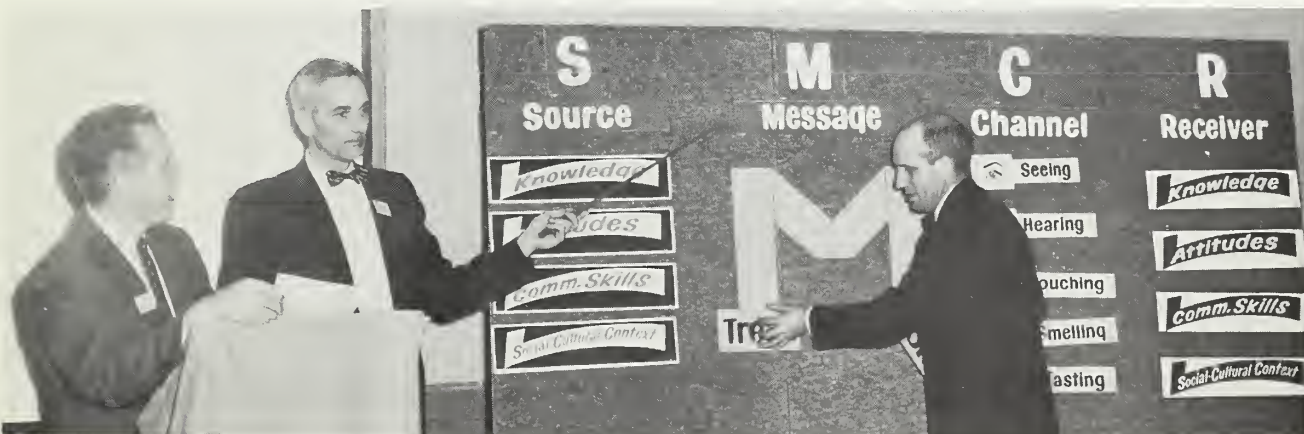
EDITORIAL COMMITTEE  
Harrington, *Chairman*—Finch, *Advisor*



LIBRARY AND VISUAL AIDS COMMITTEE  
Carley, *Chairman*—McArthur, *Advisor* (not present when picture was taken)



EVALUATION COMMITTEE  
Bair, *Chairman*—Van Order, *Advisor*



CORNELL UNIVERSITY TEAM  
*Subject: Communications*—Ward—Martin—Russell



## ROLL OF PARTICIPANTS

- William I. Bair, agricultural statistician, in charge, N.Y. Crop Reporting Service, AMS, 19th Floor, State Office Building, Albany 1, N.Y. Previously worked with the crop reporting service in Indiana, North Dakota, Ohio, Michigan, New York, New England, and Washington, D.C.
- James W. Bean, Watershed planning party leader, SCS, Room 1208 Chimes Building, Syracuse 2, N.Y. Other duties with SCS were as work unit conservationist, area engineer and engineering specialist.
- Harold Carley, assistant state 4-H club leader, ES, Roberts Hall, Cornell University, Ithaca, N.Y. Also served as county 4-H agent.
- Charles T. Costello, county office manager, Wayne County ASA committee, R.D. 2, Sodus, N.Y. Worked as reporter for Ontario County ASC office.
- Willard F. Croney, work unit conservationist, SCS, Farm & Home Center, 252 Lake Avenue, Lockport, N.Y. Previously worked at Lowville, N.Y. and at the Buffalo Creek Flood Prevention Project. He has also worked as a soil scientist.
- Salvatore M. Dragotta, assistant inspector in charge, ARS, Tobin Packing Company, Inc., Exchange Street and Russell Road, West Albany 1, N.Y. Has previous experience with USDA in Chicago, New York City, and Cortland.
- John K. Ervin, farmer fieldman, ASC, Myers Corner Road, Wappinger Falls, N.Y. Served as office manager, Dutchess County ASC committee.
- \* Clarence O. Finch, assistant veterinarian in Chicago, ARS, 19th Floor, State Office Building, Albany 1, N.Y. Has previous experience with USDA in Washington State, Nevada, and Mexico.
- Donald H. Foster, agricultural statistician, AMS, 19th Floor, State Office Building, Albany 1, N.Y. Also worked at Chicago, and at Topeka, Kansas.
- John A. Griffiths, agricultural commodity grader, AMS, 340 Post Office Building, Buffalo 3, N.Y. Served in this area for thirty years.
- \* James M. Hanson, chief administrative section, ASC, 236 West Genesee St., Syracuse 1, N.Y. Served in various other capacities in AAA and PMA for 20 years.
- \* Clifford R. Harrington, state leader of county agricultural agents, ES, Roberts Hall, Cornell University, Ithaca, N.Y. Also worked as county agricultural agent and assistant state leader of county agricultural agents.
- Milton E. Hislop, assistant state leader of county agricultural agents, ES, Roberts Hall, Cornell University, Ithaca, N.Y. Formerly worked with ASC in various counties and with ES as county agricultural agent in Oneida County.

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\* Steering Committee

Barker Hopkins, work unit conservationist, SCS, 1 Oxford Road, New Hartford, N.Y.  
Also served as work unit conservationist in Allegany and Clinton Counties.

Howard L. Howell, real estate loan officer, FHA, 234 West Genesee St., Syracuse 1, N.Y. Previously worked with FHA in various jobs since 1934.

Clarence R. Icenogle, federal supervisor, New York State; fresh fruit and vegetable inspector, AMS, Genesee Valley Regional Market, 900 Jefferson Road, Rochester 23, N.Y. Also worked in Buffalo, New York City, Ohio, and Texas.

Albert S. Loucks, ACP program specialist, ASC, 236 West Genesee St., Syracuse 1, N.Y. Has been ASC farmer fieldman and county office manager.

Thomas J. Matthews, inspector in charge, Meat Inspection Division, ARS, c/o Danahy Packing Company, 25 Metcalfe St., Buffalo 6, N.Y. Has worked for USDA in Madison, Wisconsin, and Newark, New Jersey.

\* Donald A. McArthur, area conservationist, SCS, 66 Genesee St., New Hartford, N.Y. Previously was work unit conservationist in Washington and Genesee Counties and on the Buffalo Creek Flood Prevention Project.

\*\* Harold O. Nichols, program specialist, ASC, 236 West Genesee St., Syracuse 1, N.Y. Worked as county office manager and as farmer fieldman.

Frank S. Raym, farmer fieldman, ASC, 78 Prospect St., Canajoharie, N.Y. Was county office manager, Montgomery County.

Fred U. Sievers, area leader, FS, New York State Conservation Department, Albany 1, N.Y. Also worked with USDA in the Bureau of Entomology and Plant Quarantine and the New York State Conservation Department.

Irving G. Smith, office manager, Wyoming County ASC Committee, 14 West Buffalo St., Warsaw, N.Y. Also served as ASC committeeman and reporter.

John W. Snyder, statistician, Crop Reporting Service, AMS, 19th Floor, State Office Building, Albany 1, New York. Also worked in the Kansas office.

Charles Stiefel, operations reviewer, ASC, 236 West Genesee St., Syracuse 1, N.Y. Also worked as auditor in the same office.

\* Robert A. VanOrder, state director, FHA, 234 West Genesee St., Syracuse 1, N.Y. Previously worked for ASC in Allegany County, as assistant county supervisor, county supervisor, district supervisor, office management assistant, FHA; and in Washington, D.C.

Darwin A. Ward, operating loan officer, FHA, 236 West Genesee St., Syracuse 1, N.Y. Served as county supervisor, district supervisor, and state field representative for FHA.

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\* Steering Committee  
\*\* Coordinator

Lynn L. Watson, farmer fieldman, ASC, RD Belmont, N.Y. Has served as office manager, ASC county committee in Allegany County, also as state director for FCIC.

Charles K. Woods, agricultural statistician, AMS, 19th Floor, State Office Building, Albany 1, N.Y. Previously served in the Michigan field office.

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